

## CLASSROOM MANAGEMENT IN ELT

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### ABSTRACT

*This present article entitled "Classroom Management" investigates mainly secondary resources and observes classrooms in Nepal. The article makes and observes classrooms in Nepal. The article makes a query into the issue whether the classroom is managed as required for teacher, students and academic purpose. Finally, recommendations are presented for implication for better classroom management.*

**KEYWORDS:** Language, Classroom Management, Anarchistic Environment, Equipments, Motivations, ESL, EFL

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### INTRODUCTION

At present, the world has been turned into a global village due to rapid advancement in science and technology. As a result, English as a second language has also been a global language. But, teaching English as a second language is a challenging job. Without effective classroom management, teachers have little or no chance of teaching successfully since classroom management is considered one of the most important aspects of teaching and a significant part of classroom life. According to Martin and Loomis(2007, p. 208), "Implementing a fair and firm classroom management plan is among a teacher's most important activities". Successful classroom management is the key to improving learning English language in public schools in Nepal. According to Wragg(2003, p. 2), "Successful secondary teachers operate in many different ways but they have one thing in common—an ability to manage their classrooms effectively." Teaching itself is an art, so classroom management skill is the most important requirement for language teachers.

### Classroom Management

Successful teaching often depends on the ability of the teacher to manage the classroom. Frequent occurrence of the disciplinary problems and poor infrastructure of the classroom can have a considerable effect on the effectiveness of teaching and learning. Teachers are responsible for managing and monitoring students for better teaching learning environment.

Classroom management is still considered as an essential part of the teaching and learning activities. It may vary in arrangement and development. It refers to the infrastructure, space, lights, furniture, boards, etc. and the methods, strategies, and skills that teachers use to maintain a classroom environment which results in a student's learning success. Classroom management is a process of organizing and conducting a class that includes physical infrastructure of the classroom, time managements, students' involvement, teaching aids, students' engagement and classroom communication.

A classroom represents a real life situation and a child performs the fundamental activities of our real civilization. It is a complete academic scenario. Individuals must share common aids, beliefs, aspirations and knowledge to form a human community. Lemlech (1999, p.2) notes that "the opposite of classroom order is anarchy, and neither students nor teachers can accomplish goals in anarchistic environment."

### **Classroom Management and the Teacher**

Teachers play a pivotal role in classroom management and therefore they are responsible for creating a well-organized classroom in which students can succeed. However, an effective classroom environment does not appear everywhere. Teachers have to invest a great deal of time and effort in creating it.

According to Scrivener(2005, p. 79), "Teachers are required to have certain organizational skills and techniques in managing multitude of tasks and situations that can occur at any time in the classroom." From this definition, we can say that language teachers should be well-trained and skilled professionally to manage the language class effectively and get the better achievement in learning English as a second language. Similarly, the behavior of the teacher also influences the management of the classroom. The teachers' behavior can be both desirable and undesirable but desirable or preferable behaviors are effective and undesirable behaviors are ineffective for the classroom management and teaching learning process. Appealing behaviors of a teacher can draw the attention of students and establish the good rapport between the teacher and students. This kind of good and supportive relationship makes a suitable classroom management.

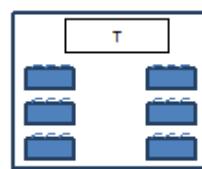
### **Classroom Management and Students**

Teachers and students both are the end-points of the classroom - one does not work without the other. Students' attention and success of teaching depends on the arrangements of the classroom. Some students interrupt teacher's instructions or class discussions because of the lack of proper classroom arrangement. Teaching learning process cannot be separated from students' behavior. So, a variety of techniques is needed to be successful in the classroom management and the teachers have to check constantly that what they are doing is really working. Moreover, it is essential for teachers to understand the learners' characteristics, interests and needs in order to develop and maintain good classroom management.

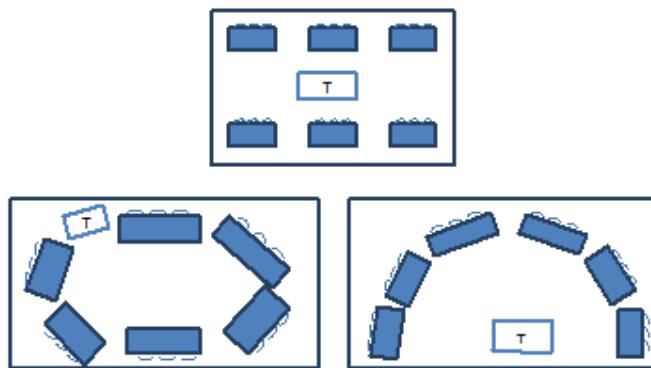
### **The Main Areas of Classroom Management**

It is very essential for teachers to make effective classroom management strategies so that students are keen on learning. A clear description of common classroom management areas is given by Scrivener(2005, pp. 78-80) regarding the classroom management:

- Group and seating: Groups should be formed. Seats should be arranged and rearrangement time to time. After completing activities, the class should be reformed. Teachers have a number of approaches to seating arrangements in their classroom. It may differ on the basis of person, place, economy, culture, space, etc. Scrivener(2005) suggests the following types of seating:



(Source: Scrivener, 2005, p. 88)

**Figure 1: Traditional Row-Based Seating Plan**

(Source: Scrivener, 2005, p. 88)

**Figure 2: Alternative Seating Plans**

- **Activities:** All activities should be properly sequenced.
  - Set up activities
  - Give instructions
  - Monitor activities
  - Allocate time for activities
  - Bring activities to an end
- **Authority:** Teacher should establish and use authority as appropriate to hold attention of the class.
- **Critical Moments:** Maintain the appropriate discipline during the lesson.
- **Tools and Techniques:** Use the board and other classroom equipments or aids. Use gestures to help clarity of instructions and explanations. Speak clearly at an appropriate volume and speed.
- **Working with Students:** Spread your attention evenly and appropriately. Use intuition to gauge what students are feeling. Elicit feedback from students. Really listen to students.

### **Classroom Management and Motivation**

There is a close relationship between classroom management and motivation. Teachers who are good managers create environments for motivation to arouse students' interests, guide them to behave well and encourage them to learn effectively. Motivation is a temporal and dynamic state that should not be confused with personality or emotion. Simply, motivation is having the desire to do something. Motivation can be categorized in two types: intrinsic and extrinsic motivation. Intrinsic motivation is internal motivation, which is evident when people do an activity for its own sake, without some obvious external rewards.

On the other hand, extrinsic motivation is obvious when there is an external reward. It comes into play when a person is compelled to do something or act a certain way because of factors external to him or her such as money, gifts or good grades. There is a trend of appreciating, giving reward or punishment, etc. to the learners by teachers while managing language classes in our country, Nepal. Most language teachers think that motivation is a key factor for success in language

learning. Therefore, effective classroom management is closely related to students' motivation. The more motivation students have, the more effective classroom management is. Students can be motivated by many factors including physical, emotional and social needs. Teachers should try hard to motivate their students by satisfying their needs and interest.

### **Empirical Study**

Teaching is an art. However, we know well that teaching is a very complex task. A teacher has a lot of challenges. One of the biggest challenges that a teacher faces is classroom management. Classroom management is difficult for teachers, particularly novice ones. Regarding English language teaching as an art, Underwood(1987, p. 7) states that "being fluent, accurate English speaker is a great help, but this alone does not make you into a successful teachers". Other areas of skills are of crucial importance to teachers. Classroom management is very much important for effective teaching learning process. Proper classroom management helps to achieve the determined objectives of curriculum. However, I have reviewed some books and articles which are found useful or related to some extent to this paper are mentioned below.

Underwood(1987, p. 7) states that "teachers, like everyone else, have a variety of abilities and skills and need to make the best possible use of whatever talents they have." This concerns with the organizational aspects of English language teaching. It also presents the opinion regarding the ability and skill of organizing all resources in the classroom.

According to Martin and Loomis(2007, p. 208), "Implementing a fair and firm classroom management plan is among a teacher' most important activities." No doubt, it justifies the same necessity of classroom management.

Some literature indicates, and it is also subject to close practice among us, that there is a close relationship between classroom arrangement, management and culture. Crookes(2003, p. 141) points out that "some aspects of classroom management may be quite culture-dependent". Naturally, it is universal fact that culture affects classroom management. Some management problems may arise due to some cultural issues. The culture of both students and teachers may affect classroom management situation. Like in the case of Gurukul education, students and teachers sit on ground and yet with proper arrangement of carpets and rows. He points out that teachers may find a need to reevaluate their skills once they begin to deal with groups of different levels of motivation and cultural background. Experienced ESL/EFL teachers need a thorough understanding of students' culture as this culture may affect students' behavior in language classroom and classroom management.

In many schools in Nepal, there is not proper arrangement of furniture in classes, particularly for classroom activities though most of the classrooms may be spacious. Language classroom decoration and teaching materials are not sufficient for effective teaching learning activities. There are basic requirements in most of the English classrooms, but some classrooms are without basic needs. Some classrooms are overcrowded. The most of the ELT classrooms are equipped with whiteboard in proper size. There is poor sanitation condition in many schools. Yet a majority of physical facilities are found good in condition but there is not proper use of these facilities.

Teaching learning situation of the classroom is child friendly and democratic in almost all schools. Most of the teachers are against physical punishment. However, there is lack of motivation in students. Teaching techniques are teacher-centered rather than student-centered because student-student interaction is quite rare and there is usually one way communication. Almost all teachers agree that they face classroom management problems although they are competent and qualified teachers educationally. Most of the teachers are found unwilling to prepare lesson plans and teaching materials before going to classroom. But, they say that they are mentally well prepared. Students' participation in doing class work is

good. There is good follow-up of the teachers' instructions. Medium of instructions is not only English language. Most teachers use Nepali as well though they are good English speakers. Students are found shy to speak in English.

Most teachers face problems of classroom management. Infrastructure development is not only the solution, but utilization of them is a must to enhance the present situation. Being a competent teacher is good, not the best one. So, multidimensional qualities are required to manage and handle an English classroom effectively.

## CONCLUSIONS

In conclusion, suggestions are forwarded for teachers and their classrooms. The teacher should be constructive in nature to manage the classroom and encourage the students for creative activities. Several classes are required to be divided further for effective classroom management. Teachers can prepare some teaching materials themselves and they can employ the students to do such works. Teachers should be active in using teaching materials for different purposes. Teachers should create English speaking environment in the classroom and around the school. Teachers should be close to the modern technology. Teachers should be active, energetic, broad-minded and tricky to maintain discipline in the class. Motivation should be provided to the attention seeking students. They need to possess commanding or authoritative performance to control the class. They should be fair to every student and show equal behaviour. Students should be motivated to enhance the suitable classroom environment.

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